

# PACS 316/PHIL 329: Violence, Nonviolence, and War

Fall 2021

University of Waterloo  
Conrad Grebel University College  
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*Course Delivery is a Remote Offering due to COVID-19 - [learn.uwaterloo.ca](https://learn.uwaterloo.ca)  
This is an asynchronous course offering*

Weekly Course Zoom Drop-In (optional): **Thursday 9:30-10:30am EST**

Topic: PACS 316 / PHIL 329 Weekly [Zoom](#)

Meeting ID: 968 6685 7812

Passcode: Peace

Office Hours: By Appointment

COVID 19: *Keep up with all of University of Waterloo's [Covid messaging](#)*

## Course Description

This course explores debates concerning the relative merits of violent and nonviolent strategies for pursuing high-value social and political goals, with particular emphasis on the need to engage and evaluate claims pertaining to the efficacy and contemporary relevance of nonviolent action.

Students will critically examine a range of views, including political realism and just war theory as well as pacifism and various forms of nonviolent resistance. The following questions will guide our inquiry:

- Why have war and organized violence often been regarded as necessary evils or even as social goods?
- What interests and functions has war served? What are the moral, human, environmental, and financial costs of war?
- Under what circumstances can nonviolent methods of defending or advancing social and ethical values succeed in the face of determined opposition? To what extent can nonviolent strategies of social change or defence be substituted for violent strategies?

## Intended Learning Outcomes

By the end of the term, students in this course should be able to:

- Explain key premises of major approaches to the ethics of peace and war, including political realism, just war theory, and nonviolence/pacifism.
- Discuss ways in which divergent positions on war, political violence, and direct nonviolent action reflect deeper worldviews and personal value prioritizations as well as different practical assumptions about "what works."

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- Describe similarities as well as differences between military and nonviolent action strategies for confronting acute social and political conflict.
- Explain ways in which violent and nonviolent change efforts depend upon and affect the social systems from which they arise.
- Propose and evaluate strategies for transforming violent conflict through nonviolent action methods.
- Reflect critically on personal beliefs and values, and their relation to larger conversations concerning matters of war, violence, and peaceful change.

## Course Expectations

### *Remote Learning and Academic Freedom*

This course will engage a number of important themes about resistance, violence, oppression and movements that seek to shift power. If this course were to be offered in a classroom in Waterloo we would be in the safety of democratic society, and a university that enables academic freedoms of inquiry, debate and communication of ideas that may be suppressed in other settings. As this is a course offered remotely and you (the students) are studying in places around the planet I ask that you follow your own discretion in engaging with the course materials. If you ever believe the subject matter of the course or having the readings and documents on your computer puts you in a position of risk please contact me and we will work towards suitable alternatives.

### *Anti-Racism*

The instructor of this course (Eric Lepp) is committed to the platform of peace and conflict study that engages structural injustices. This course is offered recognizing that events of racism and systemic violence are not something that simply happen somewhere else but are often embedded in the structures of the academe. It is my hope that through discussion and engagement we can be made aware of, and mindful to, many narratives of history, present and future, that light the path to greater representation, acknowledgment and equality for all students. The content of this course is a constant work in progress – please don't hesitate to reach out to me with challenges, suggestions, or feedback as we navigate our learning journey together.

### *Gender Neutral Language*

A note about the importance of the language we use.

You may notice that some of our readings contain gendered language that would be considered inappropriate by today's intellectual norms. I request that you use gender-neutral language except where you are referring to a specific gender. "He" and "His" and "Man" and "mankind" are no longer acceptable generic terms. Nor are countless other expressions that derive from the assumption that man=human. If you mean all humans, then say 'humans' or 'humanity' or 'humankind' or 'people', etc.

### *Respecting One Another*

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## Territorial Acknowledgement:

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

This is a course that looks at a conflict through a number of lenses. Conflict carries with it micro/personal level challenges as well as macro/cultural/social level challenges and we each experience the challenges of conflict differently. There are students in this course, and across campus, from all walks of life who have experienced conflict ways differently than you. In learning about conflict together through readings, listening to lectures, or taking part in discussions and activities, it is of the utmost importance that we give one another the space and platform to learn and examine issues of conflict respectfully together.

## Course Requirements and Evaluation Criteria

*There is further information about assignments on the course LEARN page*

GRADE	ASSIGNMENT	DUE DATE
10%	Participation in Course Discussion Boards or Engagement in Zoom Sessions	Throughout the Semester
15%	Reflective Reading Responses (3x5%)	Friday, October 8 Friday, November 5 Friday, November 26
20%	Film Response	Monday, October 18
25%	Book Response	Monday, November 22
30%	Final Essay	Tuesday, December 7

### 10% Participation

Ten percent of your final grade will be based on the quality of your participation in this remote class. Participation presupposes preparation and manifests itself through thoughtful engagement with class discussions on LEARN or active engagement in the weekly ZOOM course drop-in.

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### 15% Reflective Reading Responses

Fifteen percent of your grade will be based on three short reading responses – five percent each. The expectation is that you submit one reflective reading assignment for sections 2, 3, and 4 of the

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course. Each of your reading responses should show engagement with all assigned readings for the week you have chosen to engage, by providing one to three substantive “talking points” per chapter or article assigned. Evaluation of reading responses will be based on: clarity of communication, substance (do the talking points address one or two peripheral issues, or do they go “to the heart of the matter” and engage central themes?), and scope (is there evidence of serious reading, or could the points have been composed after reading only one or two paragraphs?).

Each reflective reading response is expected to be approx. 2 pages in length (12-point font, double-spaced, standard margins). You are expected to submit your response papers electronically via the appropriate LEARN/TURNITIN dropbox by 11:59pm on the Friday at the end of that course section (**Due Dates: Friday, October 8, Friday, November 5, and Friday, November 26**).

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## 20% Film Response

In Week 4 (2.2 Pacifism and Moral Objection to War) you are required to watch the film ‘Selma’ available through UW/Kanopy. Your task is:

- 1) to construct a question that the film raised for you, and
- 2) to answer that question in a 3-5 page (double-spaced) written response that draws on at least two academic sources (you may use course materials).

You are expected to submit your response papers electronically via the appropriate LEARN/TURNITIN dropbox by **Monday, October 18 at 11:59pm EST**; please do not e-mail response papers. You will be evaluated according to the following: *Technical* (spelling, grammar, style, page numbers, referencing), *Structure* (introduction, argument, body, conclusion), *Analysis and Creativity* (is the posed question appropriate? logical? and quality of analysis).

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## 25% Book Response

Twenty five percent of your final grade will be based on a book response. This assignment is intended to help you apply the concepts we have studied in the course to a book. This assignment requires that you engage with and analyze the book from the perspective of a particular theme encountered in the course.

- *There is a book list on LEARN, or you may propose a book to the instructor for approval.*

You are tasked with writing a 6-8 page (double-spaced) response. You may use any course material that you wish in your analysis of the novel or the film. The written response requires that you draw on at least four academic sources and engages the book through a lens of debates provided by just war, realism and/or nonviolence. The point is to illustrate a depth of conceptual understanding in your analysis.

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You are expected to submit your response papers electronically via the appropriate LEARN/TURNITIN dropbox by **Monday, November 22 at 11:59pm EST**; please do not e-mail response papers. You will be evaluated according to the following: how you articulate the concept, your skill in bringing the concept to light through the chosen text (this requires close reading of the text), and your analysis of the text. This is inclusive of your own thoughts about the meaning of what you have explored and the significance to the course.

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## 30% Essay

Thirty percent of your final grade will be based on an 8-10 page essay (double-spaced). The essay will analyze actual debates about perceived “pros and cons” of violence and nonviolence within a particular context of acute political conflict, in an effort to:

- 1) trace specific stances to particular actors and constituencies,
- 2) clarify how these views developed, and
- 3) identify obstacles to and opportunities for nonviolent change efforts.

The essay is your chance to apply concepts from course to a contemporary case of intrastate or international conflict. The goal is to concretely identify different arguments about violence, nonviolence, and war that are being made in a given context, and to analyze these arguments in relation to course concepts and the overall scenario in which the people involved in the conflict find themselves. Analyzing different arguments and tracing their sources should enable you arrive at some tentative conclusions concerning the overall trajectory of the conflict – where it is going and why. **This assignment is due by Tuesday, December 7, 2021 at 11:59pm.**

## Late Policy for Written Work:

Students who contact the professor *well in advance* of a due date to inform them about realistic complications that will postpone completion of an assignment usually receive favourable consideration. Although exceptions may occasionally be made to account for exceptional circumstances, a penalty will be applied to papers that arrive late without prior clearance. Here are our standard deductions for late work:

- One day late: -5%
- Every day following is: -1%

Please do not make the mistake of failing to submit a paper. Up until the final paper deadline we go by the motto, “Late is better than never.” I recognize that life can be complicated and am willing to work with those who take the initiative in their communications and demonstrate commitment to getting the job done.

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## Required Texts

Chris Hedges, *War is a Force that Gives Us Meaning*, NY, New York: PublicAffairs, 2014.

\*Available at the UW Bookstore (or most major bookstores)

### **A note on this text and the PACS 316/PHIL329 course materials**

The content of the Hedges' text, as well as others in this course, can be emotionally and intellectually challenging to engage with. The text includes graphic and intense content that discusses or represents the violent actions and damages of war. This material has been chosen based on the raw, profound and searing accounts of violent conflict and war that enable us as learners to acquaint and immerse ourselves in ongoing and continuous debates about nationalism, myth, and the validity of violence. I will do my best to make the remote classroom a space where we can engage bravely, empathetically and thoughtfully with difficult content.

*Please handle yourselves, the readings and each other with care.*

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## Course Schedule

### PART I: INTRODUCTIONS

#### 1.1: Meeting One Another and Defining Our Purpose *(Week 1 - Week of September 8-10)*

Assigned reading:

- No readings for this week ☺

#### 1.2 Confronting the Problem of Violence *(Week 2 - Week of September 13-17)*

Assigned reading:

- Ronald J. Glossop – *Confronting War: An Examination of Humanity's Most Pressing Problem* (2<sup>nd</sup> Edition), Jefferson, NC: McFarland and Company, 1987.
  - "Chapter 1: The Nature of the War Problem" pp. 1-7.
  - "Chapter 2: The Conceptual Framework" pp. 7-20.
- Chris Hedges, *War is a Force that Gives Us Meaning*, NY, New York: PublicAffairs, 2014.
  - "Introduction" pp. 1-17
  - "Chapter 7: Eros and Thanatos" pp. 157-185

### PART II: THREE TRADITIONAL ARGUMENTS ABOUT POLITICAL VIOLENCE

#### 2.1: War as an Instrument of Politics: POLITICAL REALISM *(Week 3 - Week of September 20-24)*

Assigned reading:

- Thomas Hobbes, "Relations Among Sovereigns," in *Classic Readings of International Relations*, ed. Phil Williams, Donald M. Goldstein, and Jay M. Shafritz (Belmont, CA: Wadsworth Publishing Co., 1994), pp. 28-30.
- Sandrina Antunes & Isabel Camisã, "Realism" in *International Relations Theory*, ed. Stephen McGlinchey, Rosie Walters and Christian Scheinpflug (Bristol, England: E-International Relations Publishing), pp. 15-22.
  - Download the whole book [here](#)

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- H.G. Wells, "The Idea of a League of Nations" in *Conflict and Cooperation: Documents on Modern Global History - 4<sup>th</sup> edition*, ed. Tracey J. Kinney (Don Mills, ON: Oxford University Press, 2018), pp. 68-70.
- Henry Cabot Lodge, "Opposition to the League of Nations" in *Conflict and Cooperation: Documents on Modern Global History - 4<sup>th</sup> edition*, ed. Tracey J. Kinney (Don Mills, ON: Oxford University Press, 2018), pp. 70-72.

Browse:

- Julian W. Korab-Karpowicz, "Political Realism in International Relations", [The Stanford Encyclopedia of Philosophy](#) (Summer 2018 Edition), Edward N. Zalta (ed.),

## 2.2: Just War Doctrine *(Week 4 – Week of September 27-October 1)*

Assigned reading:

- Paul Christopher, "Saint Augustine and the Tradition of Just War," in *The Ethics of War and Peace: An Introduction to Legal and Moral Issues*, 2<sup>nd</sup> ed. (Upper Saddle River, NJ: Prentice-Hall, 1999), pp. 29-46.
- Brian Orend, "A Sweeping History of Just War Theory," in *The Morality of War* (Peterborough, ON: Broadview Press, 2006), pp. 9-30.
- Vernal Education Project. "[Just War Doctrine – Criteria](#)" 2008

## 2.3: Pacifism and Moral Objections to Violence *(Week 5 - Week of October 4-8)*

Assigned Film:

- *SELMA*  
Directed by Ava DuVernay ; written by Paul Webb ; produced by Christian Colson, Oprah Winfrey, Dede Gardner, Jeremy Kleiner ; Paramount Pictures, Pathé and Harpo Films present a Plan B/Cloud Eight Films/Harpo Films production. Los Angeles, CA: Paramount, 2015.

Assigned reading:

- Michael N. Nagler, *The Nonviolence Handbook: A Guide for Practical Action*. San Francisco, CA: Berrett-Koehler Publisher, Inc., 2014.
  - Chapter 1: An Introduction to Nonviolence pp. 1-12
- British Broadcasting Corporation (BBC). "[Ethics Guide – Pacifism](#)" BBC, 2014.
- Charles P. Webel and Sofia Khaydari, "[Toward a Global Ethics of Nonviolence](#)" *Transcend Media Service* (13 July 2020).

Browse:



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- Andrew Fiala, "[Pacifism](#)", *The Stanford Encyclopedia of Philosophy* (Fall 2018 Edition), Edward N. Zalta (ed.)

REFLECTIVE READING RESPONSE Due by Friday October 8, 2021 11:59pm via LEARN/TURNITIN Dropbox

-----READING WEEK----- (Week of October 11-15)

## PART III: WAR

### 3.1 The Myth of War (Week 6 - Week of October 18-22)

Assigned reading:

- Chris Hedges, *War is a Force that Gives Us Meaning*, NY, New York: PublicAffairs, 2014.
  - "Chapter 1: The Myth of War" pp 19-42.
  - "Chapter 3: The Destruction of Culture" pp 62-82.
  - "Chapter 4: The Seduction of Battle and the Perversion of War"

### 3.2: 'The Plague of Nationalism' (Week 7 - Week of October 25-29)

Assigned reading:

- Chris Hedges, *War is a Force that Gives Us Meaning*, NY, New York: PublicAffairs, 2014.
  - "Chapter 2: The Plague of Nationalism" pp 44-61.
  - "Chapter 5: The Hijacking and Recovery of Memory" pp 122-141.
  - "Chapter 6: The Cause" pp 142-156.
- Michael Ignatieff "The Narcissism of Minor Differences." In: *The Warrior's Honor: Ethnic War and the Modern Conscience*. New York: Henry Holt, 1997: pp 34-71.

### 3.3: Legacies of Conflict: A Discussion about Bosnia Herzegovina (Week 8 – Week of November 1-5)

Guest Lecture (ZOOM)

- **Dr. Jasmin Ramović** (Lecturer in Peace and Conflict Studies, University of Manchester, UK)

Readings:

- 'Reconciliation' in: *Contemporary Conflict Resolution (2<sup>nd</sup> Edition)*. Cambridge UK, Polity Press, 2009: pp 231-245.

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- Geraldine Brooks (2007). 'The Book of Exodus: A double rescue in wartime Sarajevo' *The New Yorker* December 3, 2007 Issue. Available [here](#).
- Anders H. Stefansson (2010). 'Coffee after cleansing?: Co-existence, co-operation, and communication in post-conflict Bosnia and Herzegovina'. *Focaal* (57) 2010: 62-76.

REFLECTIVE READING RESPONSE Due by Friday November 5, 2021 11:59pm via LEARN/TURNITIN Dropbox

## PART IV: NONVIOLENCE

### 4.1: Principles and Methods of Nonviolent Action (*Week 9 – Week of November 8-12*)

Assigned reading:

- Gene Sharp, "[198 Methods of Nonviolent Action](#)" Albert Einstein Institution (originally written in 1973).
- Gene Sharp, "Chapter 39: Applications of Nonviolent Struggle in the Modern World" in *Waging nonviolent struggle: 20<sup>th</sup> century practice and 21<sup>st</sup> century potential*, Boston, MA: Extending Horizon Books, Porter Sargent Publishers, 2005. pp: 509-524
- Bryant William Sculos "[Pacifism by Every Other Name: The Political Ethic of the Anti-Racist Movement Against Systemic Violence](#)" *New Politics* (July 10, 2020).

Check out the 2021 [Ontario Online IHL Conference](#) – November 11 12:00-2:30 pm

### 4.2: Dynamics/Forms of Nonviolent Action (*Week 10 – Week of November 15-19*)

Assigned films:

Two Films from *A Force More Powerful*

- *South Africa – Episode 1 (begins at 51:14)*  
In 1985, a young South African named Mkhuseli Jack led a movement against the legalized discrimination known as apartheid. Their campaign of nonviolent mass action, and a powerful consumer boycott in the Eastern Cape province, awakened whites to black grievances and fatally weakened business support for apartheid. [View here](#).
- *Chile – Episode 2 (begins at 51:52)*  
In 1983, Chilean workers initiated a wave of nonviolent protests against the military dictatorship of General Augusto Pinochet. Severe repression failed to stop the protests,

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and violent opposition failed to dislodge the dictatorship—until the democratic opposition organized to defeat Pinochet in a 1988 referendum. [View here.](#)

Assigned reading:

- No readings for this week 😊

## 4.3: Does Nonviolence Really Work? *(Week 11 – Week of November 22-26)*

Guest Lecture (ZOOM)

- [Steve Chase](#) (*Assistant Director of Solidarity 2020 and Beyond*)

Assigned reading:

- Maria J. Stephan and Erica Chenoweth, "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict," *International Security* 33 (1), 2008: 7-44.
- Srdja Popovic, *Blueprint for Revolution* NY, New York: Spiegel and Grau, 2015.
  - "Chapter 1: It Can Never Happen Here" pp 3-28

**REFLECTIVE READING RESPONSE Due by Friday November 26, 2021 11:59pm via LEARN/TURNITIN Dropbox**

## PART V: CONCLUSIONS

### 5.1: How Can We Work for a More Peaceful Future? *(Week 12 – Week of November 29-December 3)*

Assigned reading:

- Martin Luther King, Jr., "The World House," in *Where Do We Go from Here: Chaos or Community?* (Boston: Beacon Press, 1967), pp. 195-223
  - Tobias Jones, '[Hail the Peacebuilders](#)' *AEON* (8 June 2021)

**Final Essay Due by Tuesday December 7, 2021 11:59pm via LEARN/TURNITIN Dropbox**

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## IMPORTANT INFORMATION

### Research Support:

**Sarah Brown**, librarian for Philosophy and Fine Arts, has offered one-on-one consultations for students who wish to talk to someone about their final essay topic and how to search for it. She can be reached at [sarah.brown@uwaterloo.ca](mailto:sarah.brown@uwaterloo.ca). Further, the library has also created a subject guide to help you carry out peace-related research. You can access this guide [here](#).

If you need more Peace and Conflict Studies assistance, the subject liaison librarian, **Laureen Harder-Gissing**, is also available for consultation. Laureen works with PACS faculty to order library resources and to create the subject guide. See the guide for research tips and ways to contact Laureen.

*There is opportunity for an organized workshop which showcases the Library's Catalogue as well as one or two multidisciplinary databases. The goal of this workshop would be for students to find materials for their essay. Please let me know via email or the LEARN discussion board if this is something of interest.*

### The Writing Centre:

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [www.uwaterloo.ca/writing-centre](http://www.uwaterloo.ca/writing-centre). Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

### Accommodation for Students with Learning Differences:

The [AccessAbility Services \(AAS\)](#) office, located in Needles Hall Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the ASS office at the beginning of each academic term.

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## Mental Health Support:

All of us need a support system.

The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

### On Campus

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

### Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

## Accommodation for Illness:

A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the "University of Waterloo Verification of Illness" form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

## Accommodation for Students with Disabilities

*Note for students with disabilities:* [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with [AccessAbility Services](#) at the beginning of each academic term.

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## Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Check the [Office of Academic Integrity website](#) for more information.

## Discipline

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

## Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

## Appeals

A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

## Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, ‘academic freedom’ refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

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## Desire2Learn (D2L or LEARN) Learning Management System

This course will make use of LEARN. Required readings (those not contained within the three course textbooks) will be posted there. Important course announcements may be posted from time to time, so it is important that you check for updates. To access these announcements and make use of additional course resources posted in LEARN, go to <https://learn.uwaterloo.ca>. Enter your WatIAM username and password. If you encounter difficulties, you are welcome to contact [learnhelp@uwaterloo.ca](mailto:learnhelp@uwaterloo.ca). After you have successfully logged in, click on the PACS 201 link in the yellow "Courses and Communities" menu. Be sure that the email address listed under your name in LEARN is an address that you check on a regular basis.

## Turnitin®

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

## Cross-listed Course:

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PACS cross-list will count in a Philosophy major average, even if the course was taken under the Peace and Conflict Studies rubric.

## Additional Considerations:

In academics, as in life more generally, what we get from an experience depends on what we put into it. Preparation for class (completing reading and writing assignments on time, tracking world events) is the basis for effective learning.

When we come to this course prepared to participate and pose questions, we transform the classroom environment, making active and collaborative learning possible. We discover that learning is a communal rather than a solitary endeavor, and that each one of us is a resource for everyone else in the learning process.

The subject matter covered by Peace and Conflict Studies courses is inevitably open to multiple interpretations. It is likely that you will not always agree with ideas presented in course readings, lectures, and discussions. This is a good thing, so long as you use disagreement as an opportunity to test and clarify your own ideas, and to develop an enhanced capacity to express where you

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stand in relation to others. What matters is not whether or not we all agree, but whether or not we are willing to engage one another with respect and integrity.